

Bert Lodge reports from Ulster



The hate goes on

There was this land that the Lord had visited... But instead of leaving a blessing, he appeared to have left a curse...

Education appears to be the most promising territory for the reformer from outside. The antecedents are distinguished. Nearly 150 years ago...

11-plus was to end in Northern Ireland, is fairly typical in the voluntary sector, despite the blind insistence of Government spokesmen...

Even Father Colin McCaughan, vice-chairman of the Belfast Education and Library Board, though speaking in this instance for the Roman Catholic schools, could say no more than that they had given the comprehensive proposals...

And Mr William Patterson, chief officer of the board has said bluntly, "It will be difficult. We have a long tradition of voluntary grammar schools here..."

Some of these schools are funded up to 85 per cent from public money, depending on how much of a department presence they are prepared to tolerate on the government side...

1960s in community relations came the polarizing violence onwards. The further up the social ladder one goes, the less segregation exists...

It is for 18 wards of this mostly Roman Catholic in Belfast that the Northern Ireland Government has devised a two-pronged plan...

The dream is dismissed as too typical of the ignorant outsider in England. Needless of the dreamers in Northern Ireland administration gets on with what is realistic in education...

500,000 with difficulties

Nearly 500,000 children with learning or other difficulties were taught in special short-stay groups in schools in January last year, according to a survey carried out by the Department of Education and Science...

Get staff to tag truants, i.e.a. told

An early warning system to enable teachers to spot truanting pupils and induce them to come to lessons is recommended by Edling Community Relations Council in a report to the local authority...

Fewer want to speak Welsh

A Welsh Education Office study of three counties—Gwynedd, Merioneth and Powys—shows a sharp decline in the use of the Welsh language in primary schools...

Art teachers 'under-used and mis-directed'

Art and design should be given a more central place in the school curriculum, says the National Society for Art Education, the art teachers' professional association...

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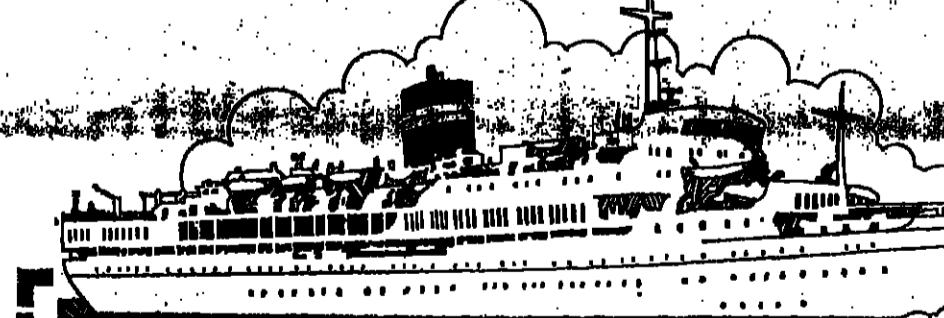
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MSC steps in to plug gaps in training

The Manpower Services Commission, forced to shelve its plans for a national industrial training scheme, this week welcomed a proposal that it should take on the job of patching holes in industry's own teaching programmes.

This new four-year role for the commission is set out in the report of the Vital Skills Task Group. This was set up by the Employment Secretary in March after opposition from employers forced the Government to drop the idea of an overall training programme for which industry and the Treasury would share the costs.

The group, drawn from the CBI, the TUC, and the education service, and headed by the commission's chairman, Mr Richard O'Brien, recommends that the temporary grants to help employers with training costs should end next autumn.

The report proposes a 4-stage approach. Each sector of industry and commerce should assess its manpower needs, and plan to prevent skill imbalances from developing; the commission should coordinate action where imbalances affect several industries; training boards and others should identify cases needing additional help; the commission should provide the help needed.

Although the proposals leave training boards and other organizations with their present role intact, the report says they should be closely and force them, where necessary, to coordinate their activities in a way which has been lacking so far.

Some boards have powerful friends within the TUC leadership—Mr Hugh Scanlon, for instance, is the chairman of the engineering board—but some are peripatetic and ineffective. One TUC official said this week: "Whatever you may think of the report from the principle of collective funding, the report can be seen as giving the boards a last chance to show they can do the job properly with some help."

The commission will give its views on the proposal formally to Mr Booth next month.

Shortage of careers guidance in Ulster - survey

More than half of Northern Ireland's 262 secondary schools have no trained careers staff and 46 have no teacher who has attended even a short course on careers or counselling, according to a Department of Education survey.

Only four schools teach careers to all pupils; almost 100 do not teach it at all. In schools where it is taught, the number of hours varies from 1 to 26 hours a week. Some schools give staff no time for careers administration; others give 14 or even 20 hours a week. No time at all was devoted to the duties outside the classroom by many teachers obviously spending a great deal of their personal time on careers work.

Slightly more than half of schools gave significant consideration in planning the curriculum, 54 that they were given some consideration and 38 that little or no consideration was paid to them. One school claimed that careers education is "largely expensive and redundant. It falls very low in our priority. The work of civilising our class teaching consumes our time."

Chaos in no-man's land between school and work

by Mark Jackson

With rising share prices bringing out the natural benevolence of businessmen, the sound and fury of the Great Debate has faded. Only now is it possible to make out certain small peevish voices questioning one of its central assumptions—that there is a great, empty no-man's land between school and industry, and that people and organizations must be rushed in to fill it.

What some careers officers and teachers have been trying to point out is that the territory is already crowded with groups and organizations, all busy promoting their own schemes—school industry liaison, curriculum development, technological understanding—and falling over each other as they try to dodge the barrage of clichés and exhortations rained down on them from without.

Now their attempts to clarify the situation are receiving unexpectedly sympathetic support from two official surveys which have charted the uncontrolled growth in the liaison business in recent years.

The information has surfaced as a by-product of studies into the shortage of technological talent in production and management, conducted simultaneously by two quite unconnected bodies, the Department of Industry's Mueller Committee project and the British Association's Aston university project, the main findings of which have already been reported in the TES.

Both groups found it difficult to conceal their surprise and concern at the proliferation of organizations, taking place.

The Mueller report has hinted delicately at its disquiet by setting out current activities in considerable detail and suggesting a more coordination between them, including, perhaps, a clearing house for information.

This is the picture disclosed in the report: at national level there are three government departments—

Industry, Education and Employment, all involved in long cooperation between industry.

They work jointly as a coordinating bodies themselves—Project Engineers and Technologists for Tomorrow (PETT), the Standing Committee for Science and Technology.

The views of industry, also fed to the department, are organized into organizations on PETT, on the SCST. In Scotland, the Scottish Committee for Industry Liaison, working the Scottish Office, brings a national level.

At regional level, committees for England and Wales are carried out by the Technology Regional Action Teams (STRAT) sponsored by the SCST. Their main task is to develop curricula, aids, and to relate schoolwork to industry requirements.

The Mueller report says SATROs "try to pay their help from local educational visits and local industry without mentioning that they have so far been hampered by the lack of such a Department of Industry or some money through PETT.

The report anticipates the new CBI scheme, under the British Industry—described below—will liaise closely with the other organizations at the level.

At a local level, a number of activities which are currently or planned below—without how they fit in with each other or whether they work or coordinating machinery.

Who's doing what

Schools Council: Developing two projects—a modular course in technology and the industry project, in which schools and industry will work together with the council's researchers on new ways of teaching about work and about industry society. The CBI and IUR are involved.

Understanding British Industry: an educational foundation set up by the CBI with funds from industrialists to promote constructive working relations between schools and industry. The Mueller schools said they would have a centre for the development of resources. In fact, there has been a good deal of initial confusion among existing organizations as to precisely what will be.

Some of those asked to cooperate, such as the National Union of Teachers, were under the impression that UBI would be mainly a source of materials for schools, but this will be one function. The chief role will be fostering contacts between schools and communications between organizations with the cooperation of teachers spend up to three weeks in industry or commerce.

Industry link schemes and advisory services: the chemical and electronics industries get some firms to provide staff members to act as whole time science teachers at local schools. Some other industries run school advisory services.

The Learning from Industrial Processes Scheme: Guided by a steering group representing the DES and DOS, school and industry and the professions, science teachers have been trying to identify the scientific principles involved in accurate production processes and turn them into pilot science lessons. A fund is being carried out in Sunderland. Work experience: the report merely says that the DES has guidance under the 1973 Act to local authorities.

A Level Business Studies Project Trust: Invited by the Wolfson Business Studies Trust as a result of which two examination boards

now offer A level business at a national level. The Careers Research Centre (CRAC) is a consortium of firms willing to help schools with business projects, and to employ teachers in the use of studies and business developed companies for work experience.

The Industrial Society: runs day conferences in schools for sixth-formers aware of the industry and commerce in the wealth, to tell the what they like, and to persuade them need for management by action and consent. Up to 100 pupils will attend the day conferences this year, and are being offered a day manual so that they can get some experience of the work.

Project Trident: gets a second staff to help schools share work experience and service; sponsors residential and expeditions.

Young Enterprise: staff help pupils to set up enterprises, companies in what businesses all about. The National Centre in Technology: established by Schools Council mainly in-service and initial training of technology. The journal School Science: The Association for Science Teaching: seeks to improve teaching.

The Science and Industry Centre: encourages teachers and industry cooperate in showing pupils the value of maths to industry. The Scientific Centre: centres to help teachers in research, with developments in the Careers and Occupational National Centre of the Business Services Agency: provides literature to careers officers and teachers.

The Engineering Careers Information Service: sponsored by industry's employers, union training board. It issues a journal on engineering. Project Engineers and Technologists for Tomorrow (PETT): set up to coordinate work at national level. PETT provides material about industry and information direct to schools.

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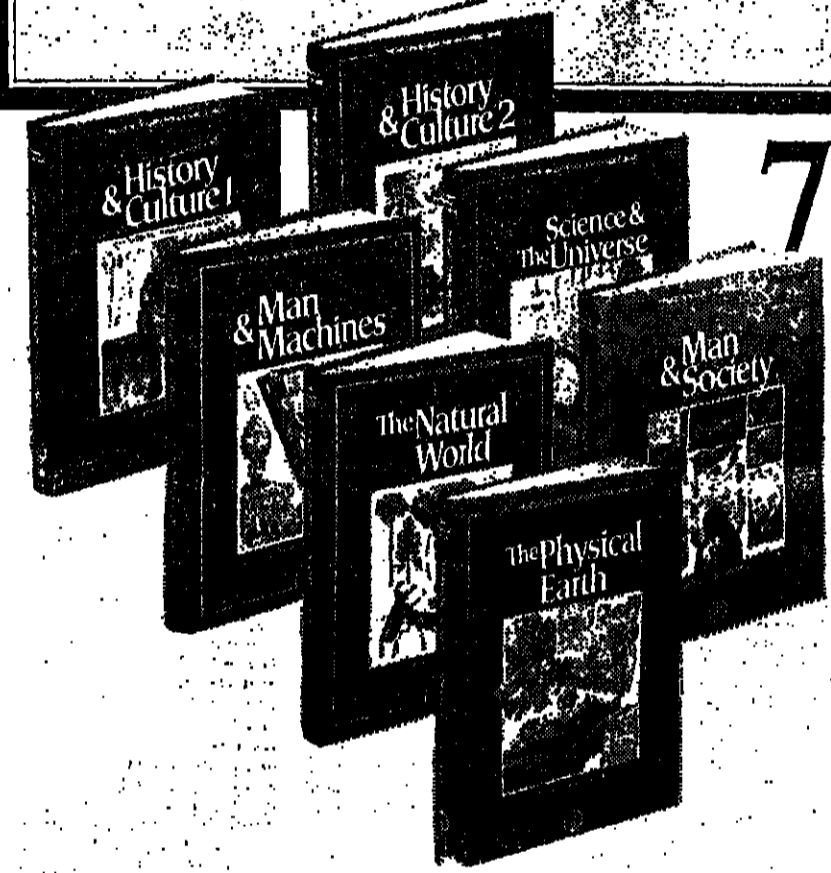
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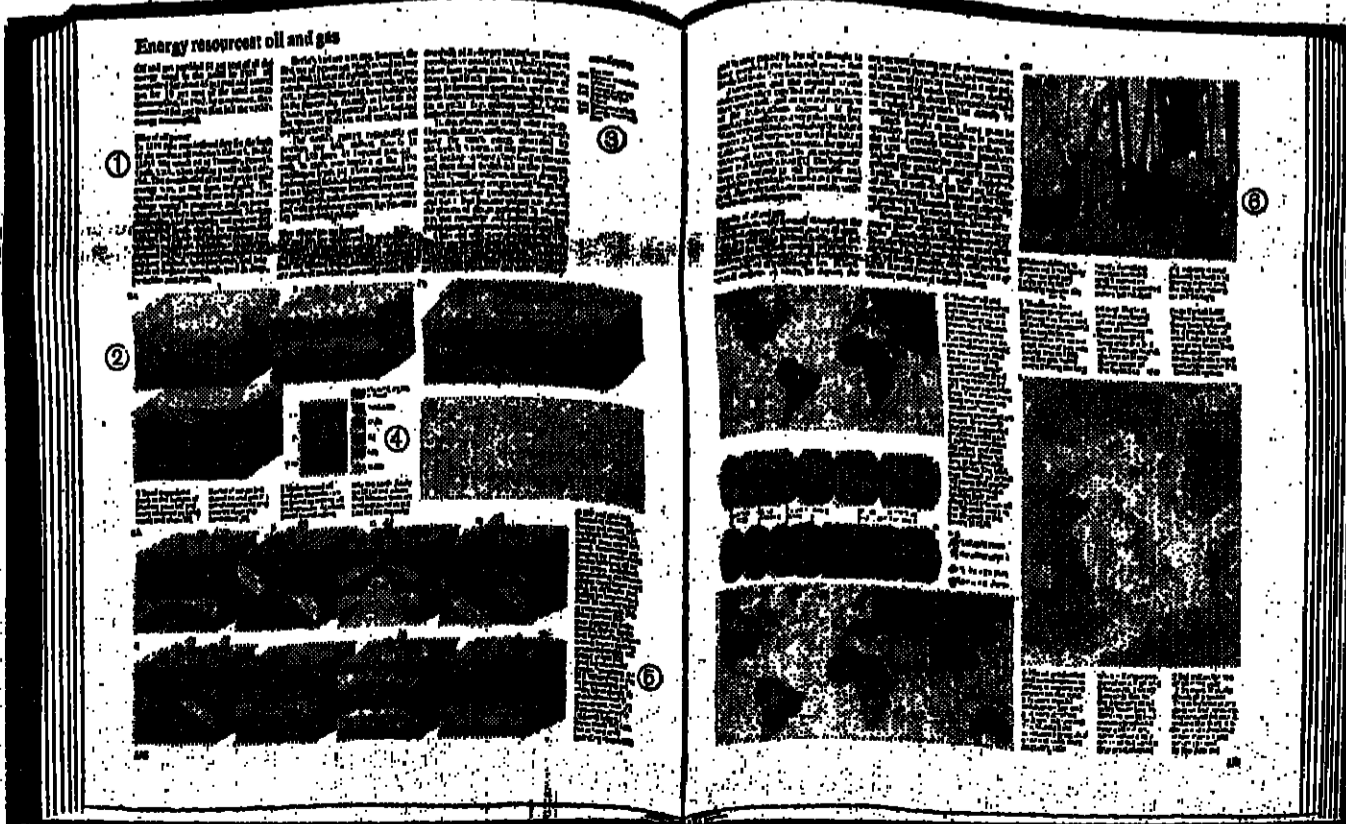
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Only a few of them were aware of the British Government's programme. Only one or two had any idea of the size of the budget or what it was used for.

The survey—carried out in two comprehensive schools in Leicestershire, two middle schools in Bedfordshire and two selective schools in Buckinghamshire and Surrey—was considered by a recent conference on development education in schools at Trent Park College, Harpenden.



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Tennis and hockey seek new sponsors

Although Esso moved in quickly to keep afloat the junior swimming structure previously supported by Green Shield, grass roots tennis and schools hockey are likely to suffer unless they can soon find new sponsors.



Tim Lewis, 18-year-old feeder from Crofton, Surrey, skates for world championships at Long Beach, California.

Move to help skiing

Plans are afoot to establish a schools ski organization in England. The man behind the scheme is Mr George Sles, regional outdoor activities adviser for Northumberland, Newcastle and North Tyneside.

Lifter shines in pentathlon

Like many good class sports specialists Chi Ming Yu, of Heathland School, Hounslow, Greater London, is something of an all-rounder.

A black and white case for turning down the more able

Do American universities have the right to exclude better qualified white applicants in order to increase the number of "minority students"? The US Supreme Court starts hearing a major civil rights suit on the question next week.

Next week the United States Supreme Court is to hear the most important civil rights case for 20 years. The case has already become a cause célèbre in America.

The case is that of Allan Bakke, a white male who claims he was the victim of reverse discrimination by the University of California at Davis.

From the outset the university admitted discrimination: it argued that the Government was constantly urging universities to train more black doctors and lawyers to redress the racial imbalance in the professions.

Much is at stake here. If the court decides in Bakke's favour, there will be an uproar from the black community.

Central High School in Little Rock, Arkansas, the scene of violent resistance to integration in 1957, has been declared an historic landmark in recognition of the school's role in the civil rights movement.

Meanwhile... in Little Rock

It was all-white; today 54 per cent of its 2,100 pupils and 40 per cent of its teachers are black. The principal is black and his deputy is white.



Middle-class blacks: how to get more into universities and the professions?

The 1954 Supreme Court decision outlawing racial segregation in schools was the battering ram used to begin the breakdown of racial discrimination in all sectors of American society.

A ray of light in Coalville.



Rank Strand's new stage lighting store in the Midlands has involved a lot of working in the dark. But things have brightened up with the arrival of the Rank Strand Electric store in Coalville.



COURSES

INSTITUTE FOR THE DEVELOPMENT OF EDUCATION Conference

'ENLIGHTENMENT, THE HIGHEST IDEAL OF EDUCATION': THE CONTRIBUTION TO RAISING STANDARDS OFFERED BY THE TECHNIQUE OF TRANSCENDENTAL MEDITATION

Professor R. R. SKEMP Professor of Education, University of Warwick, in the Chair

Dr. T. M. Chalmers Dean of the School of Clinical Medicine, University of Cambridge and Fellow of St. John's College.

Dr. Richard Prosser formerly Technical Adviser, United Nations Development Programme (FAO) and Lecturer in Physics, University of Stirling now retired to write.

Richard Ward Headmaster of Westbrooke School for maladjusted children, ex-professional footballer, author of remedial reading books.

Steven Harding engaged on research in education and Transcendental Meditation at the Department of Experimental Psychology, University of Sussex.

Peter Malekin Lecturer in English, University of Durham.

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LETTERS

Marxism: no sinister force

Sir—Julius Gould's pamphlet 'The Attack on Higher Education: Marxist and Radical Penetration' (Sept 23) sets out to establish that there is a Marxist penetration of our universities, which is undermining the liberal democratic values of scholarly research. Paul Halmos goes on to assert that "the Marxist academic identifies intellectual honesty with loyalty to the Marxist movement." This kind of hackneyed argument seems strangely misplaced when considering the miscellaneous assortment of intellectuals who bear the label "Marxist" in the universities. Any allusions to some sinister organised force are ludicrous and Paul Halmos and Julius Gould and company know this.

Defending our traditions

Sir—Michael Young describes Professor Gould's special ISC report as "ultra-right wing". The title is of course false, but the important thing is that it is completely irrelevant.

The approach of the Institute for the Study of Conflict is freedom of inquiry and the defence of the freedom to inquire. This freedom is threatened by the Marxists and Marxist-Leninists whose methods and actions Professor Gould examines. It would be equally threatened by fascists who did they have been equally successful in infiltrating this country's institutions. Marxists-Leninists and fascists have more in common with each other than either with the liberal traditions of the United Kingdom. To stand idly by and proclaim that nothing is happening is to help these forces, which say to help these whose activities, if unchallenged, would lead this country in the direction of the Soviet Union or Cambodia.

Sir—If the Marxist camp cannot find a better defender than M. F. D. Young, then Professor Gould and his supporters are going to have a walk-over. He might have faulted the pamphleters on their failure to distinguish adequately between "hard-

Voting blind

Sir—Political illiteracy has been arousing a good deal of concern lately, in your column which may be of interest to readers. My source is a survey of 1,000 first-year students at Higher Education. The survey was asked to report on the sixth-form experience and on headlines of which they were aware.

Forty-three per cent of the students in the sample do not know what they received an education during their last two years at school. The similar survey conducted 25 years ago gave a return of 42 per cent. This is a return to the surprising conclusion that there has been little, or no, improvement in political education in the sixth form over the past quarter of a century in spite of the fact that the voting age has been lowered to 18.

Letters for publication should be sent by Tuesday morning at the latest and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

LETTERS

Breaking into Oxbridge

Sir—It has been argued that there is discrimination against candidates from comprehensive schools when they make application for admission to Oxbridge colleges. This view which has been refuted by some influential administrators, in fact, some admission tutors have repeatedly stated that they are disappointed with the response for places from the non-selective sector of secondary education. To date I have not entered into the discussion because since my present school became comprehensive in 1970, by the amalgamation of the second oldest non-ecclesiastical grammar school in Wales, founded in 1565, with the local secondary school, few of my pupils have been able to apply for Oxbridge places.

However, after reading a recent article in The Times Educational Supplement, which was no doubt intended to evoke a positive response from schools such as mine, for their "great debate" I encouraged one of my students to submit an application. In the opinion of the staff this was a strong candidate, having gained 10 O levels, nine Grade A and one Grade B, and it was confidently predicted at the time of application that this pupil would gain three Advanced level places (French, German, Mathematics) and a distinction in the Special Paper (French) a prediction which proved to be completely accurate. There is no doubt that this particular pupil has tremendous potential and is, indeed, a born scholar.

Education and the practicalities of life

Sir—At the cost of appearing a little egotistic could I correct Gabriel Chagnon's reference ("Miscellaneous" September 9) to the adherence of the "Peter's school" to a belief in "education in its own sake"? I cannot speak for its members, but as far as I am concerned I "laboriously argued" in a paper called "Ambiguities in Liberal Education and the Problem of Its Content" (R. S. Education and the Education of Teachers, Routledge 1977) that it is very difficult to apply the dichotomy of "for its own sake" and "for the sake of some further end" to education.

Even though there are many in-felicities in Ethics and Education and many plain errors, which would dearly like to correct (above all in Chapter five, especially if it is taken without Chapter six) I have never held that education should not be concerned with the practical, though if what is learnt

Don't blame the universities

While I have done some work on the subject of the performance of languages in Comprehensive Language Exams (September 23) that performance at A level by students of languages is declining, I must strongly disagree with his implications. Are the universities not entitled to demand the standards they require for their own courses, and have not A level examinations always been the means by which they select suitable candidates? Should they alter their courses to suit the non-academic and non-literary candidates which, presumably, the Full schools produce?

Mr Horsley quotes his unfortunate Grade 6 candidate who is as fluent as the examiners. My own children, aged six and seven, have more than adequate command of spoken English but I would not expect them to be given an A level pass. I would hope that a greater depth of knowledge than merely the ability to talk. By all means, let us look closely at language teaching in our schools.

The positive side of mixed ability

Sir—If it were not for the harm done by such an agent of denigration as your contribution Paul McGill ("Mixed Ability Ploys in Ulster Classes", August 30) I would be happy to leave him to spread the alarm and despondency which seems to be the raison-d'être of so many "reporters" nowadays. Every-one wants to put the boot in.

Your readers, after studying Mr McGill's version of the UMS report on the Survey of Mixed Ability Organization and Teaching, will be astonished to learn that the report also contains the following comments:— "Our staff were satisfied that the social climate in the schools had improved as a result of the introduction of mixed ability grouping. They referred to improvements not only in pupil attitude but also in discipline and in teacher expectation. Teachers no longer dread being allocated the lower ability classes, nor is there the problem of poor motivation on the part of the pupils. In terms of the schools' social objectives, the improvement in relationships, of a reduction in problems of discipline and of the creation of a positive attitude to school, the introduction of mixed ability grouping can be considered to be successful."

The lively head of department has initiated the collecting of materials to supplement those provided by the Schools Curriculum Project with which the school has been associated. Consideration has been given to pupils' interests and these have been stimulated through reading, discussion, dramatic activities and the use of broadcast materials. The cooperation between the English and remedial departments is encouraged. But this needs to be developed along clearly defined lines."

There is a clearly defined set of objectives within the departmental scheme of work, and several teachers have prepared a wide range of materials for the pupils. There is evidence that in class discussion and in group work the range of abilities is being provided for. The structuring of different activities within the class allows a much greater measure of teacher intervention than was in the development of skills of reading and writing."

The teachers have given attention to, and have achieved encouraging results in, the preparation and use of materials relevant to all pupils in the classes. Group, individual and class teaching all play their part, and the pupils' learning is directly related to the objectives set by the teachers. Problems are dealt with as they arise and usually on an individual basis. Some enterprising and effective teaching was observed in each of these schools."

Group and individual work—through the use of work cards prepared in considerable detail by the teachers—forms the basis of the teaching. The teacher's role, apart from oral activity, is chiefly that of organizer and evaluator of learning. It is assumed that the work cards will carry the bulk of the instruction. In this school there is definite recognition of the variation in abilities and an attempt to provide for it."

Mr Horsley rightly points to an apparent decline in exam performance but the blame does not rest solely with the universities. M. A. BATCHELOR, Deputy Head, Barfield Foulstone High School, Barfield.

COURSES

WEST LONDON INSTITUTE OF HIGHER EDUCATION Incorporating Borough Road College; Maria Grey College; Chiswick Polytechnic

FURTHER DEGREES & POST-GRADUATE TRAINING 1978/79

Table listing various courses and training opportunities. Columns include course name, level (Full-time or Part-time), and duration. Courses include Degree Courses in English Studies, M.A. in Curriculum Studies, M.A. in Physical Education, B.Ed (Hons.), and various diplomas and certificates. Some courses are marked with a checkmark.

Give us the schools...

Despite passionate local protests, an increasing number of small schools are either closing or are threatened with closure. This process inevitable, or can something still be done?

Eric Midwinter suggests that any group of parents, teachers and others in a community who want to keep their local school should be given a fair share of public funds in order to do so

So here we are at the beginning of another year, with all the schools opening after the summer break...

In many such instances a group of parents and their children, frequently their teacher or teachers, and almost always the rest of the community, feel dispossessed...

The small school with a declining roll is not, we are told, a "viable unit", and this is usually pressed upon us in two ways...

Second, it is educationally unsound—a one-teacher school cannot give children a wide enough range of activity and input...

By relating the two issues it is possible to make a stern composite proposal to close...

In the present state of our knowledge about what constitutes a "good" school, pleading, and in the event, the local authority view...

worse, than the local parent's view (biased by the wish to preserve one school in particular).

Having examined several of the cases prepared by groups of parents, community associations and so on, one cannot but be impressed by the fervent energy as well as the competent appraisal...

But one should not look the gift horse of political engagement in the mouth. If parents, pupils and teachers do feel as passionately as all that and are prepared to take on the (full-time) might of the local authority...

Here are people who want their children to go to the local village school or the inner city school for which their families have built up a loyalty...

There is not so empty of scholarly content. There are many educationalists ready to stand surety to that view. In his studies of site location for instance...

In particular, he argues, "it is concluded that the effect of school journeys be studied through the child's perception of his mother's accessibility...

variable linking maternal separation with maternal deprivation". There are other academics ready to support the more homely claims of parents unwilling to watch their children attend schools out of reach of the child's normal environment.

Beyond that there is the social context of the school, its place as the heart of its neighbourhood, very often as a successor to the church as a social hub.

Some American sociologists are prepared to define "neighbourhood" now in terms of the primary school's natural catchment area. Albert Wheelan used to sing of the man about to be hanged in the calaboose whose last words were "It certainly taught me a lesson, and I'll never do it again".

Many of us happen to approve of small schools, but I hope we would be generous enough to back parents who craved for big schools. We are asking for some more gracious account to be taken of parental and communal choice...

My proposal is, put briefly, that a group of parents, teachers and others in the community who have demonstrated a willingness and ability to establish their own identity should have access to their share of public funds.

What I would then like to contemplate is a grant paid annually from the local authority to that trust based on the l.e.a.s average expenditure, Cambridge-shire is an area in which there are

schools with whom I have no acquaintance lately on this issue. I have taken one or two opinions on this matter.

I have taken one or two opinions on this matter. It would seem that the local authority discretion to make such grants is not necessary for such a school to be itself as "efficient" under the 1944 Act...

The I.e.a.s should require a school request—local inspection to the activity of the school's general plan would be for the school to enjoy a practical working relationship with the area's education service.

What this amounts to at the very least is a bridgehead from which to make effective advances in the teaching of English, and the last thing needed is some kind of irrational retreat into unambitious dreariness.

Teaching the skills then falls into place, simply because they are needed for effective communication and instruction in this aspect goes on all the time.

On this issue it is not inappropriate to point out that defects of literacy are results not so much of don't care teaching as of factors outside school, including the cultural dominance of television and the popularity of such extrapolations of Harnswarth's Daily Mail as Murdoch's

the same third option has evolved in housing, where, between the public-owned, municipally controlled housing estate and the owner-occupied state, the collective agency of the housing association has intervened.

One would expect such schools to demonstrate their role as community focus, and probable funds would be raised in this manner...

Such an open-ended and flexible approach would give succour to many schools and as many areas, inner city as well as rural.

the problem of schools like the White Lion School in London which is refused help because, technically, it is "independent", but which is manifestly the reverse of independent in the fee-paying sense.

It might also be the answer for the pre-school centres and activities which are developing all over the country.

Whatever the formula used, the education service, so often monolithic and remote, must soon face the prospect of meeting the requirements of people much more eager to participate in small scale enterprises in fields which crucially affect the lives of their families.

Eric Midwinter is head of the National Consumer Council's Public Affairs Unit, and chairman of the Advisory Centre for Education.

Eric Midwinter is head of the National Consumer Council's Public Affairs Unit, and chairman of the Advisory Centre for Education.



Retreat into dreariness

The debates about standards seems already to have narrowed the focus of English teaching. Philip Payne outlines ways in which teachers might counter the charge of English being a soft option.

It would be pleasant to think that the current stress on standards would have only an improving effect upon school work, so that what was bad will be even better, and what was good will at least achieve the glimmerings of mediocrity.

For a subject like English, however, which is concerned both with the necessary skills of the working world and with the imaginative development of the child through literature and language, the consequences may not be so happy.

This is not simply because the word "standards" has suddenly leapt into fashion. Behind it lies a number of complex issues, not least economic factors of unemployment and a decline in living standards.

The decline in material prosperity has been marginal, but the resultant drop in book allowances has often hit English quite hard, making it difficult to justify,

say the purchase of additional books or novels for private reading and time when a set of language textbooks, replete with exercises, may seem more acceptable and safer.

Anything which is not evidently functional has indeed a distinctly "unsafe" appearance; and "creativity" has become an inverted bandwagon word (upside up, creativity down) to be tutted at: "What is needed, we are told, is a return to a more primitive vigour after the lax, free-wheeling 'sixties and 'seventies."

To quote from a recent book: "There is a school of thought which... says concise style. There is too much imaginative work being set in the English lesson, and logical thought..."

The conclusion is obvious: if we are looking for something to blame for a supposed decline in literacy we would be mistaken in taking as the culprit an unprecedented outburst of creativity in the past 20 years.

...well argue the reverse: that these creative processes of the mind, in a way that may not yet be understood to a sufficient extent, we would not have the inculcation of basic disciplines. But this is not easy, and it is not justified the name of discipline. It has been subject to a succession of first-rate teaching antihology, and has never been a real understanding of what is expected from good imaginative work and an ability to discriminate between the valuable and the worthless.

Thus the debate on creativity has with sufficient bad practice of opponents effective debate; it is at least. Meanwhile, and all the while, the sale of textbooks continues boundlessly into innumerable editions and editions of copies.

A handful, of course, are rather than they used to be, and offer opportunities for imaginative work: the ideas work, but too often they are written for a vast and unselective group at a particular time.

...all they persist in putting the cart before the horse in their emphasis on exercises as the main vehicle for learning English. Yet, despite all this, there have been notable successes in the English curriculum.

What this amounts to at the very least is a bridgehead from which to make effective advances in the teaching of English, and the last thing needed is some kind of irrational retreat into unambitious dreariness.

Teaching the skills then falls into place, simply because they are needed for effective communication and instruction in this aspect goes on all the time.

On this issue it is not inappropriate to point out that defects of literacy are results not so much of don't care teaching as of factors outside school, including the cultural dominance of television and the popularity of such extrapolations of Harnswarth's Daily Mail as Murdoch's

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What is true of personal writing is true of every aspect of the full English curriculum. They are not mysteries to be respected by the cognoscenti and misunderstood by every one else, but aspects of teaching which show development as the child grows older and in which performance can be assessed.

If this is going to happen it is vital that English teachers should regularly talk about their work to each other, so that techniques can be improved and a consensus reached as to what quality and progress really are.

Teachers are then in a position to explain to parents and others what they are trying to do, pointing out that English, with all its richness, is not a soft option but a liberal discipline. At a time when language and sensitivity to language are under attack, nothing is more worth defending.

Philip Payne is senior inspector for English in Essex. He is writing here in a personal capacity.

COURSES

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Forms of application and full details of the course may be obtained from the Registrar, Charlotte Mason College of Education, Ambleside, Cumbria, LA22 9BB.

UNIVERSITY OF LANCASTER
Department of Educational Research

Experienced Teachers and College Lecturers are eligible for secondment on full salary for the course leading to the MA in Education. Applicants should normally have a second-class honours degree, but applications will also be considered from other graduates or non-graduates who show evidence of the capacity to benefit from advanced study in education.

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Further details of the course of research degrees offered by the Department may be obtained from the Graduate Studies Tutor, Department of Educational Research, Carmel College, University of Lancaster, Lancaster LA1 4YL.

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(DES approved)

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Principal, Cricklade College, Andover, Hants.
A. D. C. PETERSON
Director General, International Baccalaureate
Further information and application forms from
J. L. Sukhs, Conference Organizer, 88 Ashurst Road, Barnet, Herts. EN4 9LH.

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Thursday, October 27 to Sunday, October 30, 1977

For those applying for University places in two or three years' time. Are you preparing for the right lines? Do you know what is involved? From "the inside" hear Sir David Willcocks on interviews and Allen Forns on the singing aspect. David Johnston, Scholara at Christ Church, Oxford) Lionel Dakers (Michael Fleming give practical help, while a choral and organ scholar set the scene they know. Fee: £18.50. The only course giving this type of preparatory help.

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Further details from:
Academic Registrar, Roehampton Institute of Higher Education, Grove House, Roehampton Lane, London SW15 5PJ.

Criminals watch television. Many crime programmes are shown. Therefore crime programmes cause criminal behaviour. Or do they? Harold Mendelsohn looks at the relationship between violence and mass communication.

Fuel to the fire

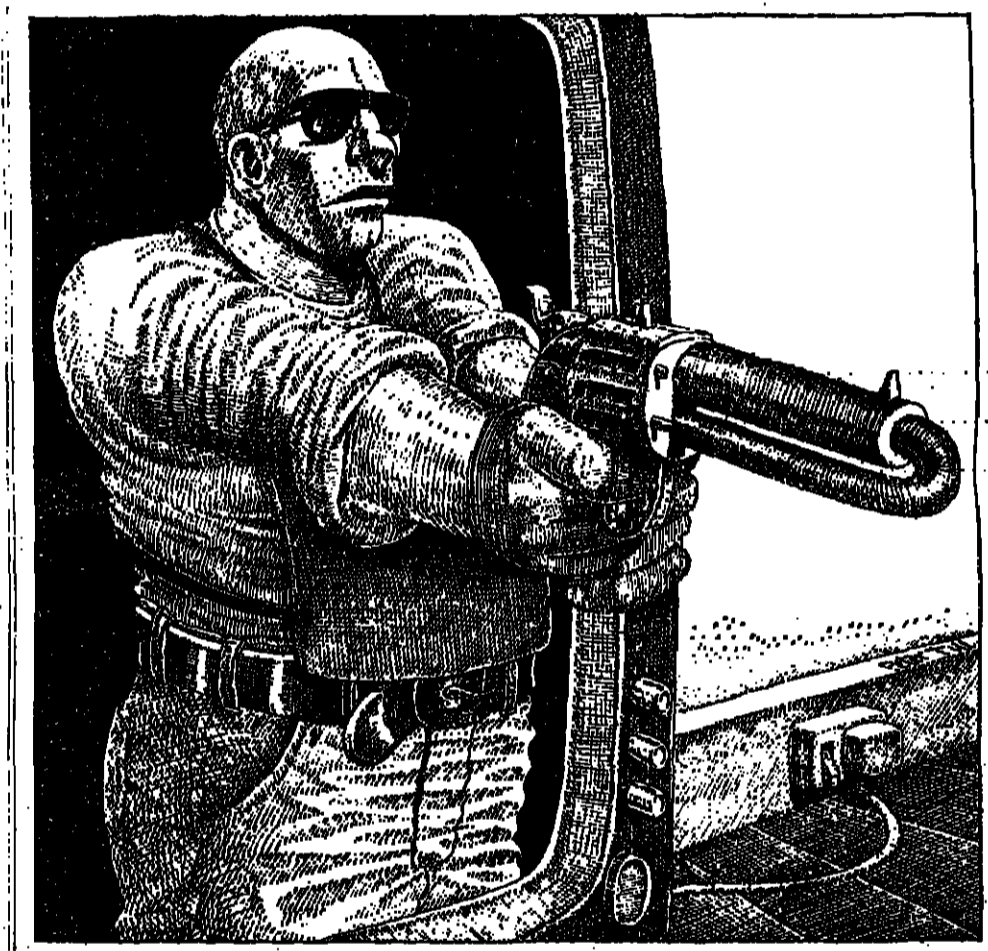


Illustration by Peter Hill

When confronted with the inevitability of controlling unruly youth, Plato would ban the diversionary poets from his ideal state. Pascal would do away with any entertaining distraction that might lure the less than thoroughly pious from the unrelenting pursuit of salvation. Eighteenth-century English social reformers would shut down evil-breeding lending libraries as a means for keeping secular reading from contaminating the innocent. And so disparate a pride of nineteenth and early twentieth-century social critics as Marx, Tarde, Le Bon and Ortega y Gasset would rescue mankind from certain political hell by either banning, suppressing or censoring what they considered to be manipulative media of communication.

Through the centuries concern about the possible effects of means of communication have been more ideological than scientifically empirical. Because they eventually touch everyone the communications have always served as handy rationalizations for society's inability to prevent deviance. When we try to "explain" such complex behaviour today as juvenile delinquency, rape, robbery, and murder as being caused by comic books, cinema films or television we play exactly the same game. In our inability to explain and thereby control misbehaviour we seek out easy common sense singular "causes" in order to dull the sharp edge of our frustration. Criminals watch television, don't they? There are many crime programmes available to receivers. Undoubtedly such programmes cause criminal behaviour. This is part of a familiar catechism which is reflective more of folk knowledge than of science.

Not only is the post hoc ergo propter hoc syllogism faulty here, but this kind of causal explanation cannot be sustained by social science. Singular causal explanation for complex behaviour went out with the bustle. Moreover, contemporary empiricists of the functionalist school have been coming up with an image of man that is strikingly different from that proposed by the ancients. It is man, they insist, who is strong, while the media are weak. Thus, when it has been fashionable for centuries to consider mass communications content as acting as a sort of hypnotic needle that is injected directly into the individual, contemporary functionalist researchers consider media content to act like an aerosol spray. Most of it never even reaches the target; a lot of it simply evaporates into the air; very little penetrates.

Science requires far more than random observations of several phenomena seemingly relating to each other in sequence. Consider for a minute someone in the act of eating. From a common sense hypothesis the need for a bite of food is apparent. Why does he explain why this person is eating. He eats because he is hungry—period. Maybe so. But suppose we press on. We then discover that our subject had totally forgotten that the "party" he had been invited to was in fact a dinner party. Mistakenly he sat at the table fully fortified himself with a rather substantial meal before settling out for the evening. Yes, at the point of observation he is seen to be eating, although satiated.

Now we must alter our analytic strategy. We must fit our added knowledge about the subject, not into the mould of physiology, but into another quite different one of sociology. Our interpretation no longer is one requiring a state of prior hunger. Now we must say that this man eats not because he is famished but because he does not wish to precipitate a social embarrassment in rejecting his host's offerings. Just as our interpretations take on radically different aspects as we dig deeper into even what appears to be the simplest kinds of human behaviour, so must we make certain that our policy recommendations—purportedly based on empirical evidence—are indeed true to all the facts that pertain to a given observa-

tion. To this date no recommendations regarding the censorship of mass media content can be said to have so solid, comprehensive and airtight a social science factual base.

In science, before causality can be attributed to any one factor it is necessary to account for literally all—not some—of the possible other factors that may be causal as well. Despite numerous attempts to isolate television as a direct cause of misbehaviour, the tools of current social science are such that they render this task nearly impossible at this time. Just think of some of the possible causes of misbehaviour—bad nutrition, a dull and non-stimulating life, neuroticism, coming from a broken family, cruel parents, inadequate housing, uncaring teachers, brain damage, bad friends, punitive religious leaders, loneliness, physical handicap. All readily come to mind, and each one of us can add to the list our own pet hypothesis. Consider, then, the monumental task facing the researcher should he attempt to isolate exposure to television alone within the context of all such factors. From the start failure here is all but assumed.

Let us turn to the highly publicized recent study of adolescent males that was conducted by Dr William Belmont and his associates (given at the British Association for the Advancement of Science on September 16) as illustrative of the truly difficult problems researchers in mass communications encounter. In particular, the Belmont investigation runs afoul in the two critical areas of definition and causal interpretation of correlation.

What actually is violent content? Does it refer to gross physical acts such as punching, kicking, shouting and the like? Or does it encompass more subtle yet often far more pernicious acts such as ridicule, disloyalty,

son's interviewers either may or may not ever have been portrayed by the types of programmes allegedly seen by the subjects studied. The report gives us no clue.

Most vexing in mass communications research is the confusion regarding correlation versus causation. Suppose we find that phenomenon B—high property damage is related to phenomenon A—the amount of equipment fighting a fire. It would be absurd to conclude that the more pieces of fire fighting equipment there are at a fire, the more property damage there will be. In actuality a third factor X—a serious fire—is responsible for both A and B. Thus the more serious the fire the more equipment will be needed and the greater will be the amount of property damage.

How many such X factors are responsible for both high exposure to physically aggressive fare on television and misbehaviour we simply do not know at this time. And the Belmont study fits with all its predecessors' premises fails to enlighten us.

In a way, this most recent research effort represents a throw-back to the pseudo-science exposure-alone-causes-effect model first proposed in Aristotle's *Rhetoric*. Despite disclaimers of doing no such thing, Dr Belmont does indeed strongly suggest that exposure to televised portrayals of violence causes boys to commit acts of serious violence. As a remedy he categorically prescribes the age-old cures of censorship and banishment. Not only is there confusion regarding correlation and causation here, but the study actually suggests that some correlations—particularly when they relate to television negatively—are actually more strongly causative than others.

As a consequence, these contradictory findings are dismissed with no more than a disdainful gesture: the exposure to newspapers, comic books and films correlated positively with violent behaviour; that boys who allegedly received the largest amount of violence were least likely to commit serious acts of violence. Although exposure correlates positively with the alleged commission of serious violent acts, it does not correlate with the expression of anti-social attitudes or values among the very perpetrators of those acts.

So where are we today on this matter of television and violence? About all we have from the Belmont study is evidence of a rather low-level correlation, non-causal in nature, between exposure and misbehaviour among a very small proportion of psychologically and socially maladjusted teenage boys. This finding is most important in that it is consistent with previous research conducted under the aegis of the United States Surgeon General's Scientific Advisory Committee on Television, Violence and Social Behaviour. In such instances research has indicated that for the vast majority of children of all ages, television appears to play a relatively unimportant role in their socialization.

The quest for one to one causal linkages between media exposure alone and behaviour appears to be frustratingly Quixotic. Should we not rather be concentrating our scientific endeavour in determining precisely how the child develops and matures into responsible adulthood? In particular far more research effort is required in determining the effects of the risks and dangers that children are exposed to from less than perfect formative institutions such as family, neighbourhood, school, church, and government. I strongly suspect that the true causal dues to children's misbehaviour lie here, and not in whether they happened to watch a few episodes of *Guns and Smokes* 12 or so years ago.

Harold Mendelsohn is professor and chairman of the Department of Mass Communications, University of Denver.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Table listing various educational appointments such as Nursery Education, Primary Education, Middle School Education, Secondary Education, and Headships.

Table listing various educational appointments such as Secondary Education, Headships, Nursery Education, and Primary Education.

Table listing various educational appointments such as Scale 2 Posts, Scale 1 Posts, Independent Schools, and Colleges of Further Education.

Table listing various educational appointments such as Modern Languages, Science, Other than by Subjects, Adult Education, Community Homes, and Youth and Community Service.

Appointments wanted

Other classifications

Table listing various educational appointments such as Educational Courses, Awards and Schemes, Personal Announcements, Exhibitions, and Home Exchange.

Nursery Education

HERTFORDSHIRE COUNTY COUNCIL EAST HERTS DIVISION. The Town Hall School, Ware, Herts.
Nursery Education. HERTFORDSHIRE COUNTY COUNCIL EAST HERTS DIVISION. The Town Hall School, Ware, Herts.

DEVON HERTFORDSHIRE COUNTY COUNCIL EAST HERTS DIVISION. The Town Hall School, Ware, Herts.

GLoucestershire. Head Teacher for 10th April 1978 for (Controlled) Primary School, Wickford, Gloucestershire.

DEVON HERTFORDSHIRE COUNTY COUNCIL EAST HERTS DIVISION. The Town Hall School, Ware, Herts.

HERTFORDSHIRE COUNTY COUNCIL EAST HERTS DIVISION. The Town Hall School, Ware, Herts.

ilea INNER LONDON EDUCATION AUTHORITY

MARK PATERSON NURSERY SCHOOL, Riverton Close, W.9.

Headship

Vacant now. Roll 55 part-time pupils, Burnham Group 1, salary £4,110-£4,638, plus Burnham additions £312 and £189, plus Inner London Allowance.

Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 21st October.

ilea INNER LONDON EDUCATION AUTHORITY

KATE GREENAWAY NURSERY, York Way Court, York Way, N.1.

Headship

Vacant January 1978. Roll 72 part-time pupils. Burnham Group 1, salary £4,110-£4,638, plus Burnham additions £312 and £189, plus Inner London Allowance.

Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 21st October.

PRIMARY HEADSHIPS continued

KENT COUNTY COUNCIL EDUCATION DEPARTMENT SEVENOAKS DIVISION. Appointment of HEAD TEACHER for PRIMARY INFANTS Group 4.

LEICESTERSHIRE

ST. PETERS JUNIOR SCHOOL, Leicester. Head required from 1st October.

LINCOLNSHIRE

HEADSHIP. LINCOLN COUNTY COUNCIL EDUCATION DEPARTMENT. Applications are invited from suitably qualified candidates for the post of HEAD TEACHER.

LEICESTERSHIRE

HEADSHIP. LEICESTER COUNTY COUNCIL EDUCATION DEPARTMENT. Applications are invited from suitably qualified candidates for the post of HEAD TEACHER.

ilea INNER LONDON EDUCATION AUTHORITY

ST. CLEMENT DANES CE (J.M.A.), Drury Lane, W.C.2. (Tel.: 01-836 3787).

Headship

Head teacher required from September, 1978. Burnham Group 4. Preference will be given to applicants willing to remain in the post through an interesting period of development in the locality.

Application forms from the Headmaster at the School. Completed application forms should be returned to the Correspondent to the Managers, c/o the School, by October 21.

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WOODLANDS PARK CENTRE, Woodlands Park Road, Tottenham, N.15.

Head

North-Weel Area. Re-advertisement. St. Andrew's C. of E. (Controlled) Junior School, Church Road, Hatfield Peverel, Chelmsford.

Headship

Vacant now. Roll 116. Burnham Group 3, salary £4,545-£5,073, plus Burnham additions £312 and £189, plus Inner London Allowance, plus Social Priority Allowance.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 21st October.

Bolton Metropolitan Borough. CLARENDON COUNTY PRIMARY SCHOOL, BOLTON (Re-advertisement)

Head Teacher (Group 7)

required from January 1, 1978, if available, or as soon as possible thereafter. Social Priority Schools allowance payable. Previous applications will remain under consideration.

Application forms and further particulars from Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW, to whom completed forms should be returned by October 17, 1977.

County of Cleveland

PRIMARY SCHOOL

HEAD TEACHER (Group 4) (Re-advertisement)

ABINGDON INFANT SCHOOL, Marton Road, Middlesbrough, Cleveland, TS4 2EL

Applications are invited from suitably qualified and experienced teachers for the above mentioned post which became vacant at the beginning of the Autumn Term, 1977. The school is well established and has been designated as a Social Priority School.

Closing date 17th October, 1977. Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland, TS1 3BL.

LONDON BOROUGH OF GROYDON EDUCATION COMMITTEE

HEADSHIP

Tenable from 8th April, 1978. SPRING PARK INFANTS SCHOOL, Bridle Road, Groydon, GRO BHQ

Salary: Head Teacher Group 5 a London allowance of £297 and additional pay supplements of £312 (April 1978) and £188 (April 1977) are payable.

Reasonable removal expenses will be reimbursed (details on request). Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Groydon GR9 1TF. Closing date 28th October, 1977.

ilea INNER LONDON EDUCATION AUTHORITY

ELLERSLIE (D), Ellerslie Road, W.12

Headship

Vacant now. Roll 116. Burnham Group 3, salary £4,545-£5,073, plus Burnham additions £312 and £189, plus Inner London Allowance, plus Social Priority Allowance.

Please send self-addressed foolscap envelope for application form and further details to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 21st October.

ilea INNER LONDON EDUCATION AUTHORITY

For teaching posts in Inner London

See pages 42 & 44



Classified Advertisements

The charge for advertising in all classifications is 76p per line (minimum 3 lines). Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm) double column at £82.65.

A charge of 50p is made for Box Number facilities. Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. The Advertisement Manager, The Times Educational Supplement, New Printing House Square, City of London, WC1X 8EZ.

The Borough is within easy access of Central London and is bordered by Epping Forest.

Head Teachers

required Easter 1978 or earlier if possible. Group 5 Schools. Salary: £5,685-£6,309 plus £297 London Allowance. Current roll: 220 (approximately).

Beaumont Primary School, Burchell Road, Leyton, E.10.

Edward Redhead Infants School, Highem Hill Road, Walthamstow, E.17.

Application forms and further details (on S.A.E.) obtainable from and returnable to the Education Officer, Municipal Offices, High Hill, Leyton, E10 8JJ.

Closing date: 28th October, 1977.



BOROUGH OF HARINGEY Education Service

Required for January, 1978 TRAINED NURSERY TEACHERS for NURSERY CLASSES in PRIMARY SCHOOLS

London Allowance, £402 payable. Removal expenses, 100 per cent allowed.

Application forms (a.s.e.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned (or S.T.A.P.) as soon as possible.

BOROUGH OF HARINGEY

WOODLANDS PARK CENTRE, Woodlands Park Road, Tottenham, N.15

NURSERY TEACHERS

required for this exciting new Nursery Centre. Experience with the pre-school child in both the traditional Social Services and Educational fields would be an advantage.

Removal expenses—100 per cent allowed. Application forms (stamped addressed envelopes) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17 (or S.T.A.P.) to whom the forms should be returned as soon as possible.

Application forms (stamped addressed envelopes) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17 (or S.T.A.P.) to whom the forms should be returned as soon as possible.

SECONDARY Modern Languages continued

ESSICK MAYI LOWER SCHOOL (Head 1,700) Burk Road, Hareley CM13 0HT Tel: Hareley 3417/3/3

GLoucestershire MANOR SCHOOL, Gloucester, Gloucestershire. School which in 1978 will be a mixed comprehensive school for 11-16 years.

Worcester IEREOP AND WORCESTER COUNTY COUNCIL EDUCATION DEPARTMENT

NORTHUMBERLAND COUNTY COUNCIL COUNTY HIGH SCHOOL, Northumberland

DEBYSHIRE EDUCATION COMMITTEE DEBYSHIRE COUNTY COUNCIL

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SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £150 PA THROUGHOUT THE COUNTY. Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

Weydon County Secondary Weydon Lane, Farnham, GU8 8UG DEPUTY HEADTEACHER, required January, 1978, for this mixed comprehensive school for pupils aged 12-18 years.

POSTS OF RESPONSIBILITY

COMPREHENSIVE Cherterey, Saleham School (senior Catholic comprehensive 13-18 years) Required January, MATHEMATICS teacher to 'A' level.

Smurby, Cardinal Godfrey RC Secondary

DESIGN AND TECHNOLOGY. Experienced teacher required to teach throughout the school. Scale 2. Telephone Sunbury on Thames 9846/7.

Warlingham County Secondary

ENGLISH teacher (to be second in department). Scale 3. Will be required to assist with organisation of department and to teach to 'A' level.

West Molesey, Bishop Fox School

HEAD OF HISTORY. Responsibilities in wider area of the Humanities also involved. Scale 3.

TEACHERS' CURRICULUM STUDY CENTRE

Cobham Teachers' Centre Required January, HEAD OF CENTRE, Scale 4. Applicants must have a particular interest in curriculum study and have good organising ability.

SCALE 1 POSTS

COMPREHENSIVE

Banstead, Nork Park County Secondary METALWORK AND MOTOR VEHICLE MAINTENANCE teacher required.

COMPREHENSIVE

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Colleges and Departments of Art
BIDFORDSHIRE:
The Department of Art at Bidfordshire College is seeking applications for the post of Deputy Head of the Department of Art.

ABERDEEN
ROBERT GORDON'S COLLEGE
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Applications are invited from suitably qualified Registered Teachers for the post of Deputy Head which has become vacant on the appointment to Headmaster of the present Deputy.

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TUTOR IN BUSINESS STUDIES
The Governors invite applications for the post of Tutor in Business Studies in this rapidly expanding independent university college which is licensed to award the AA degree by the Board of Higher Education in Washington DC and is a candidate for accreditation with the Middle States Commission for Higher Education.

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Central School of Art & Design
Applications are invited for the post of Principal of the Central School of Art and Design, Southampton Row, WC1B 4AP.

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THE OPEN UNIVERSITY
RESEARCH ASSISTANT
AUDIO-VISUAL MEDIA RESEARCH

ABERDEEN
THE UNIVERSITY
LECTURESHIP IN MUSIC
Applications are invited for a Lectureship in Music at the University of Aberdeen.

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PRINCIPAL LECTURER IN GRAPHIC DESIGN
Required as soon as possible, a Lecturer in Graphic Design to teach and supervise students in the Department of Graphic Design.

LONDON
CENTRAL POLYTECHNIC OF EDUCATION
DEPUTY HEAD OF DEPARTMENT OF EDUCATION
The Central Polytechnic of Education is seeking applications for the post of Deputy Head of the Department of Education.

SHEFFIELD
SHEFFIELD POLYTECHNIC
DEPARTMENT OF MODERN LANGUAGES
RESEARCH ASSISTANT
APPLIED LINGUISTICS

UNIVERSITY OF LONDON
INSTITUTE OF EDUCATION
M.A. IN RIGHTS IN EDUCATION
This is an interdisciplinary course which began in October, 1975, and is designed to provide a framework for the study of the use of legislation in the field of education.

UNIVERSITY OF LONDON
SHELL CHAIR OF MATHEMATICAL EDUCATION
The University of London is seeking applications for the Shell Chair of Mathematical Education.

THE OPEN UNIVERSITY
INSTITUTE OF EDUCATIONAL TECHNOLOGY
RESEARCH ASSISTANT
AUDIO-VISUAL MEDIA RESEARCH

HULL
VICS-CHANCELLOR
The Council and Senate of the University of Hull have appointed a Vice-Chancellor to succeed Professor G. H. Davidson, C.B.E., M.A., who retired on 30th September, 1977.

UNIVERSITY OF LONDON
CHAIR OF SCIENCE IN TECHNICAL EDUCATION
The University of London Institute of Education is seeking applications for the Chair of Science in Technical Education.

UNIVERSITY OF LONDON
INSTITUTE OF EDUCATION
M.A. IN RIGHTS IN EDUCATION
This is an interdisciplinary course which began in October, 1975, and is designed to provide a framework for the study of the use of legislation in the field of education.

UNIVERSITY OF LONDON
SHELL CHAIR OF MATHEMATICAL EDUCATION
The University of London is seeking applications for the Shell Chair of Mathematical Education.

UNIVERSITY OF LONDON
SHELL CHAIR OF MATHEMATICAL EDUCATION
The University of London is seeking applications for the Shell Chair of Mathematical Education.

LONDON
THE CITY UNIVERSITY
CHAIR OF MATHEMATICAL EDUCATION
The City University is seeking applications for the Chair of Mathematical Education.

COLLEGE OF HIGHER EDUCATION
DIRECTORS AND PRINCIPALS
WEST SUSSEX
INSTITUTE OF HIGHER EDUCATION
Director, J. J. Wall, M.A.

BUCKINGHAMSHIRE
COLLEGE OF HIGHER EDUCATION
DEPARTMENT OF SCIENCE AND MATHEMATICS
Lecturers in Mathematics and Physics are invited for the Department of Science and Mathematics.

WEST SUSSEX
INSTITUTE OF HIGHER EDUCATION
DEPARTMENT OF SCIENCE AND MATHEMATICS
Lecturers in Mathematics and Physics are invited for the Department of Science and Mathematics.

Physical Education
Instructor
1977/78
Birzeit University
An independent Arab private university in the Israeli-occupied West Bank has a position open for a physical education instructor for the academic year 1977-78.

CITY OF SHEFFIELD
SHEFFIELD UNIVERSITY IN ASSOCIATION WITH SHEFFIELD METROPOLITAN DISTRICT COUNCIL EDUCATION DEPARTMENT
RESEARCH OFFICER
Applications are invited for two posts of Research Officer for a two-year research project on behaviour and attendance in schools.

DOUGLAS COLLEGE
DEPARTMENT OF SCIENCE AND MATHEMATICS
Lecturers in Mathematics and Physics are invited for the Department of Science and Mathematics.

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DEPARTMENT OF SCIENCE AND MATHEMATICS
Lecturers in Mathematics and Physics are invited for the Department of Science and Mathematics.

DOUGLAS COLLEGE
DEPARTMENT OF SCIENCE AND MATHEMATICS
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HEREFORD AND WORCESTER COUNTY COUNCIL
WORCESTER COLLEGE OF HIGHER EDUCATION
RESEARCH OFFICER
Applications are invited for the post of Research Officer for a two-year research project on behaviour and attendance in schools.

LANCASHIRE
COLLEGE OF HIGHER EDUCATION
DEPARTMENT OF SCIENCE AND MATHEMATICS
Lecturers in Mathematics and Physics are invited for the Department of Science and Mathematics.

Walsall Metropolitan Borough
West Midlands College of Higher Education
Senior Tutor
In this mixed College of Higher Education with graduate and postgraduate courses of teacher education validated by CMAA and with plans for diversified courses at present under consideration by that body, the post, which is a resident one with free board and accommodation, is third in seniority on the College establishment of academic staff and salary will be in accordance with the Burgham PE Scale, Head of Department, Grade VI (LSA 27 to 18,313), plus supplements where appropriate.

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The Governors invite applications for the post of LECTURER in the DEPARTMENT OF TECHNICAL EDUCATION. The successful applicant will be required to be a registered teacher of Technical Subjects and have experience in teaching Craft.

To teach in the Army, a first class degree may not be enough.

Your academic qualifications may suggest that you'll be a good teacher. But your degree is no proof that you'll make a good officer. And as far as we're concerned, that's what really matters, especially as you'll have to gain the respect of a tough bunch of soldiers.

سكزا في الأصل

OVERSEAS Appointments continued

WEST GERMANY
What about teaching ENGLISH in Germany?...

FRANCE
L'INSTITUT SUPPLEMENTAIRE FUSION LANCASHIRE...
in Paris (France)...

GREECE
AMERICAN EDUCATION CENTER...
Application from single male or female...

KUWAIT
KUWAIT EDUCATIONAL CENTRE...
Teaching English and experienced...

WEST GERMANY
International Foreign Language School...
in West Germany requires...

PARIS
THE REALITY SCHOOL...
Required to teach English...

UNITED ARAB EMIRATES SHARJAH
THE SHARJAH ENGLISH SCHOOL
(250 pupils, mainly British expatriates, aged 5 to 11 years)
requires a
HEAD TEACHER

For January 1978 or April if the right candidate for this appointment is not available until then. Applications are invited from suitably qualified and experienced primary school teachers...

OVERSEAS Appointments continued

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The International Centre for the Study of the History of the Argentine...

DAIRY NEW ZEALAND
Beyond the mountains...
recruitment of teachers...

NAIROBI
THE LANCASHIRE SCHOOL...
Teaching English and experienced...

HAMPSHIRE
FACILITIES SERVICE...
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AFRICA
TEACHING (all subjects) urgently required for the next 12 months...

SPAIN
Young teachers, experienced in the secondary sector...

DERBYSHIRE COUNTY COUNCIL
North-East Derbyshire
Are you a teacher or a parent...

HERTFORDSHIRE COUNTY COUNCIL
CAREERS SERVICE
Applications are invited for the post of Assistant Careers Officer...

DERBYSHIRE COUNTY COUNCIL
CAREERS SERVICE
Applications are invited for the post of Assistant Careers Officer...

LICESTERSHIRE COUNTY COUNCIL
CAREERS SERVICE
Applications are invited for the post of Assistant Careers Officer...

OVERSEAS TEACHING POSTS

Head of Geography Department (PERU), GCE Teachers (OMAN), Two Teachers of English (BAHRAIN), Lecturer in English (YUGOSLAVIA), Assistant-Director of Studies (ESP), Materials Producer (ELT), Senior Lecturer in English (MALAWI), Instructors (QATAR), Director of Language Teaching Institute (QATAR), Regional English Language Adviser (YEMEN), Communication Skills in English Programme (SAUDI ARABIA), Teachers of English with Science Background, Head of Welding Section (BAHRAIN), Headmaster (NEPAL), Director, Instituto Cultural (URUGUAY)

Return fees are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form, to The British Council (Appointments), 85 Davies Street, London, W1V 2AA.

GUILDFORD GRAMMAR SCHOOL
WESTERN AUSTRALIA
The present Headmaster (Mr. D. A. Iane Davies, B.Sc., A.S.T.C., P.A.C.L., Hon.R.S.T.M.) will retire from this position at the end of August, 1978...

COMMUNITY RELATIONS OFFICER (AP6-S01)
The officer, preferably over 30, will be responsible to the Executive Committee for its programme of work directed to achieving racial equality and combating racial discrimination...

COMMUNITY RELATIONS OFFICER (AP4-6)
The officer, preferably over 30, will be responsible to the Executive Committee for its programme of work directed to achieving racial equality and combating racial discrimination...

COMMUNITY RELATIONS OFFICER (AP2)
The officer, preferably over 30, will be responsible to the Executive Committee for its programme of work directed to achieving racial equality and combating racial discrimination...

COMMUNITY RELATIONS OFFICER (AP3)
The officer, preferably over 30, will be responsible to the Executive Committee for its programme of work directed to achieving racial equality and combating racial discrimination...

COMMISSION FOR RACIAL EQUALITY
Successful applicants will be expected to undertake an initial residential training course, contributory pension scheme, Secretarial help and office accommodation...

Youth and Community Service
Youth and Community Worker
Applications are invited for this newly-created full-time post at the Markhouse Centre, Walthamstow, London, E17. The Markhouse Centre is a new project aimed at implementing the preventive philosophy...

Lancashire County Council
Careers Service
Appointment of District Careers Officer
District of West Lancashire
Salary Scale AP5 (£3,825 to £4,095) plus Annual Salary Supplements

WORKERS' EDUCATIONAL ASSOCIATION
North Staffs District
Administrative Assistant Book-keeper
Mature person required to be responsible for a small office and staff and accounts. Complex and interesting work, little of which is routine.

TEACHER/ADVISER IN MATHEMATICS
Salary: Senior Teacher Scale £3,188-£3,738 inclusive of Pay Supplements and London Allowance. Car Allowance payable.

Redbridge
London Borough
Youth and Community Worker
Applications are invited for this newly-created full-time post at the Markhouse Centre, Walthamstow, London, E17.

Essex County Council
Senior Careers Officer
LOUGHTON (POST No. CS.060)
AP4 (£3,368-£3,702 plus Stage I and II Supplements plus £180 outer fringe area allowance)

مكتبة في الأصل

MISCELLANEOUS Appointments continued

KENT MUSIC SCHOOL... RICHMOND UPON THAMES... CALDERDALE...

RICHMOND UPON THAMES

London Borough of Richmond upon Thames Education Authority

CALDERDALE

Calderdale Education Authority

SUSSEX EDUCATION LEADER

Education Officer, Brighton

DURHAM COUNTY COUNCIL

Education Officer, Durham

WOLVERHAMPTON EDUCATION COMMITTEE

Education Officer, Wolverhampton

ENGLISH AS A FOREIGN LANGUAGE

Language courses for foreigners

LAKELAND TRAINING GROUP

Outdoor education courses

LONDON EDUCATION AUTHORITY

Various educational posts

WIGAN EDUCATION AUTHORITY

Education Officer, Wigan

WARDEN

Warden positions in schools

RECRUITMENT

Recruitment for various posts

TEACHERS DON'T BE AFRAID OF CHANGE

We will help you find your way in a new career... Why not use your educational skills to substantially increase your present income?

The University of Sussex Bachelor of Education Degree

Parl-time Course commencing in January, 1978... This is a three-year course leading to a classified honours degree and involving regular evening or week-end attendance...

ADDISON-WESLEY PUBLISHERS LIMITED MATHEMATICS CONSULTANT

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WOLVERHAMPTON EDUCATION COMMITTEE

Education Officer, Wolverhampton

ENGLISH AS A FOREIGN LANGUAGE

Language courses for foreigners

LAKELAND TRAINING GROUP

Outdoor education courses

LONDON EDUCATION AUTHORITY

Various educational posts

WIGAN EDUCATION AUTHORITY

Education Officer, Wigan

WARDEN

Warden positions in schools

RECRUITMENT

Recruitment for various posts

EDUCATIONAL COURSES

Cardiff University College, Cardiff

AWARDS AND SCHOLARSHIPS

Scholarships and awards for students

ENTERTAINMENTS

Local entertainment events

HOLIDAYS AND ACCOMMODATION

Holiday homes and accommodation

FOR SALE AND WANTED

Real estate and wanted items

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One Scholarship of up to £850 and two of up to £400 each will be completed for on Tuesday, 28th February, 1978.

Choose with confidence Dodson Bull Carpets-Furniture-Fabrics

15% to 33 1/2% DISCOUNT... In the Barbican Furnishing Centre we have a comprehensive range of carpets, furniture and fabrics...

Dodson Bull Ltd

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The JCP of the Manpower Services Commission has granted funds to S.G.S. (Education) Ltd. and Thomas Nelson & Son Ltd. to co-operate with George Green's School, Isle of Dogs, London, E.14.

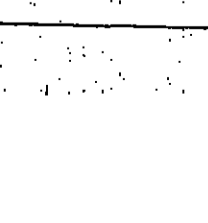
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Home exchange holidays for families

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Properties for sale and wanted

Please send full details of your career to date to W. Ferguson, School Manager, Addison-Wesley Publishers Ltd., West End House, 11 Hills Place, London W1R 2LR.



Appointments Wanted

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ROYAL COLLEGE SURBOURNE

SMIGRACE BREWER & TURNBULL

FOR LOANS AND MORTGAGES

BRITISH MUSEUM

HAYWARD GALLERY

THE MODERN BRITISH

MAIATA COIMITTEE

MUSEUM OF MANKIND

OUT OF PRINT BOOKS

CONTACT DETAILS

Radio

Caught in the network

Frances Hill

Stephen Hearst, controller of Radio 3, pointed out recently that non-musical broadcasting on his network is severely limited by factors beyond his control. The precious few hours between the end of the Music Programme at 6.30 and close-down at half past eleven often include a concert or opera. That leaves only the four hours between 6.30 and 7.30, which is devoted to Lifeline, a short space during the "interval" and another short period at the end of the evening. Eventually, Mr Hearst hopes, the BBC's economic prospects will sufficiently brighten to allow Radio 3 to stay on the air till 12.30. It seems a modest, reasonable aspiration, even in these belt-tightening times.

Meanwhile, the question of how Radio 3 should apportion its meagre allotment of non-musical broadcasting time raises the issues of the network's ultimate function and its relation to Radio 4. Clearly Radio 3 inherits from the Third Programme a duty to tackle serious subjects—particularly the arts—in a serious manner, instructive and interesting for the well-informed listener. But Radio 4 also deals with the arts (in Kaleidoscope), scientific developments, medicine, archaeology and other such topics in a reasonably sober, meticulous style. Is there enough of a difference between the two networks' non-musical content to provide listeners with a genuine choice?

The difference is that between O level and A level, remarked Stephen Hearst, when introducing his network's new autumn programmes. Perhaps this is not a very happy analogy—and Mr Hearst would probably not want it taken too seriously. A more helpful distinction might be that between journalism—including, occasionally, light-hearted items—on the one hand, and, sometimes, high-sounding waffle: Ian McIntyre, Stephen Hearst's opposite number at Radio 4, who has recently emphasized the need for "good writing" on his network, seemed to be thinking in terms of good magazine writing. He described the new Radio 4 programme, *Not Now, Not Listening* (Sunday mornings at noon)—which will, he claims, be

Opéra fatal

Fate, it seems, persists in stalking not only every page of Berlioz's *Tristan*, the greatest French opera of the nineteenth century, but also those rare attempts to get it on the stage. Its recent revival at Covent Garden was handicapped by triple misfortune: "contractual problems" meant that the first part had to be omitted, there was miscalculation in the casting and staging, and the favoured text was Dent's insufferable English translation. A further blow has been the cancellation, due to continuing pay disagreements, of last Friday's encore performance. There was one notable treat in the sombre, dark-hued prelude specially written by Berlioz in the event of Carthage suffering total severance from Troy (he himself only ever heard the second part sung). This prelude and the whole evening were conducted with Colin Davis's habitual flair for the sweeping lines and liberated timbres of Berlioz's idiom—classical allegiance in accord with romantic disposition.

Yvonne Minton has every quality for Dido except the decisive one of temperance and ability to act with grace. Her modest range of characterization is no handicap for, say Brangäne, where she must be pure disembodied vocalism calling from the depths of night, but is a grave obstacle to the impersonation of the more complex, more human, more pitiful, calling down the ages to Hannibal to revenge the wrong of Aeneas's desertion. The Aeneas was Richard Cassilly, who can sing when he remembers his love and mount the musical pyre, calling down the ages to Hannibal to revenge the wrong of Aeneas's desertion. The Aeneas was Richard Cassilly, who can sing when he remembers his love and mount the musical pyre, calling down the ages to Hannibal to revenge the wrong of Aeneas's desertion.

ETV

Odious comparisons

Roy Blatchford on 'The English Programme'

The English Programme—Unit One: The Pressures of Life. Thames. Wednesday 10.04.10.29

If teachers and educational broadcasters have anything to learn from the present television generation, it is that the medium alone cannot carry the message. Programmes for schools have for too long depended on the technique of the silver screen winning the audience and ignoring the quality of the material offered, with the result that youngsters have come to look upon "schools" drama and documentary as quite apart from, and markedly inferior to, their evening viewing. In the English classroom the study of a television work in its own right has been hindered by a shortage of published texts, an observation made by Bullock, whose report appears to have played a fair part in shaping Independent Television's *The English Programme* for the coming year.

The first unit in this series—there are five going through to June—has two full-length plays, each in two twenty-five minute parts, both of which are available in the Longman Imprint under the same title. The Imprint series has brought to the classroom a whole genre of plays with conflicting generations and young people in crisis point as their themes. It has done much to bring television and the text closer together in an effort to remove the split between the two. The film of the play *The Piano*, transmitted recently, and Barry Hines's *Speech Day* are both new productions of the series.

In the first play, the grand piano emerges as a symbol of old, deeply entrenched ideas versus the modern, Willie Duckworth is the go-ahead town-planner, anxious to sweep away the Coronation Streets of his corner of the North, whose redevelopment schemes founder on his aunt's stubborn refusal to be rehoused in a bungalow too small to accommodate her cherished

Granada Lion's share

Carolyn O'Grady



Lenny the Lion makes something of a television come-back in a new series of short programmes, *Reading with Lenny*, which are now being shown by Granada. The series is written and presented by Lenny's manipulator, Terry Hall, who is also author of the books which accompany the series, aimed at the under-fives.

Briefings

Radio and tv

Further education and general interest

The Role of the Nurse (Monday, 10.05 BUC) A series designed to help trainee nurses. Shows the range of work covered by the SRN course and explains what the nurse can expect from her job and what is expected of her.

What makes juveniles delinquent? Do they need punishment or treatment? Professor Laurie Taylor attempts to find the answers.

An examination of the varied techniques used in making television documentaries.

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Theatre and education

Age of the specialist

Two hundred actors, designers, writers, directors, technicians, and other workers in the field of theatre and education met in Cardiff recently for a five-day debate about their work. The Standing Conference of Young People's Theatre has hitherto applied itself to the discussion of working conditions and company organization. Now, in its third year, SCYP is examining the product and how it can best be developed in accordance with its own stated aims.

The all-purpose actor/teacher who can research, devise, write, act, sing, choreograph, and design a show cooperatively has certainly served the movement well through its pioneering days, when companies were feeling their way and all projects had something of a pilot character. But now that the method of work is well established, there is a strong desire to enhance its professional standing. When the arts in general are threatened with massive cut-backs, Young People's Theatre cannot afford to appear too experimental. So this is the year of the specialist: the writer, the director, the designer, the choreographer, even the attached educationalist, whose function is to keep the company abreast of educational research.

Each film shows the origin of the sport, rural and urban, how they were originally controlled by the governing body, often as an excuse for gambling, taken into the public schools and universities, generally with conflicting rules, and codified and organized into the activities we recognize today.

Thames Sporting reflections

Stanley Levenson

It is the twenties, an aerial view of the chaos at the first cup final to the first cup final in 1923. Harold Larwood moving from Derby in Australia and substitute Emily Davidson, who was killed in the 1913 Derby.

Open University

Big-budget movie making

Christopher Griffin-Beale

Making "The Spy Who Loved Me" —currently alternating with drama course in the Open University's prestige, Sunday 11 am slot on BBC2 (repeats Thursday 7.05 am) —is the most detailed, extensive, and, in some ways, revealing study of the making and marketing of a big-budget commercial picture.



Music for Christmas

Abingdon Carols —dedicated to the boys of Abingdon School—for unaccompanied SATB by Bryan Kelly. This setting of traditional Christmas carols, such as 'King Herod and the Wise Men', makes no special technical demands. Vocal score 72p.

NOVELLO Borough Green, Kent

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